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Approval of Curricula Actions - Undergraduate Committee Minutes - January 2020

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Georgia Southern University

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Provost and Presidential Approval of Curricula Actions

Georgia Southern University's Faculty Senate has approved the Undergraduate Committee meeting minutes for January 21, 2020. As president of Faculty Senate, I forward to you for your approval.

Signature below indicates approval of all **curricula actions approved** at the January 21, 2020, Undergraduate Committee meeting and constitutes institutional level approval of these curricula actions.



Signature: Faculty Senate President

March 12, 2020

Date:

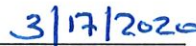
Provost:

Recommend for:

- ☒ Approval
☐ Disapproval



Signature: Provost and Vice President for Academic Affairs




Date:

Comments:

President:

Recommend for:

- ☐ Approval
☐ Disapproval
☐ Remand



Signature: President



Date:

Comments:

UNDERGRADUATE COMMITTEE

MINUTES

January 21, 2020

3:30pm

I. CALL TO ORDER

Voting Members Present: Dr. Christopher Barnhill, Mr. Chris Cartright, Dr. Joanne Chopak-Foss, Ms. Jamie Cromley, Dr. Laurie Gould, Dr. Barbara Hendry, Ms. Autumn Johnson, Dr. Jin Liu, Dr. Nancy McCarley, Ms. Donna Mullenax, Dr. Dziyana Nazaruk, Dr. Hyunju Shin, Dr. Amy Potter, Dr. Lina Soares, Dr. Marian Tabi, Dr. TimMarie Williams.

Non-Voting Members Present: Ms. Linda Covino, Ms. Tiffany Hedrick, Dr. Delena Bell Gatch, Ms. Candace Griffith, Ms. Doris Mack, Mr. Wayne Smith, Mrs. Kathryn Stewart.

Guests: Dr. Brian Koehler, Mr. Norton Pease, Dr. Sara Plaspohl, Dr. Jonathan Roberts, Dr. Deborah Thomas, Dr. Robert Vogel, Dr. David Williams.

Absent: Dr. Maria Adamos, Ms. Kay Coates, Dr. Nedra Cossa, Dr. Anoop Desai, Ms. Barbara King, Mr. Felix Hamza-Lup.

Dr. Lina Soares and Dr. Joanne Chopak-Foss called the meeting to order on Tuesday, January 21, 2020 at 3:38 p.m.

II. APPROVAL OF AGENDA

Dr. Joanne Chopak-Foss made a motion to approve the agenda. A second was made by Dr. Barbara Hendry and the motion to approve the agenda was passed.

III. NEW BUSINESS

A. Comprehensive Program Review Assignments and Dates

Ms. Candace Griffith offered a brief training for reviewers regarding the program review process. Comprehensive or academic program review should be a meaningful review of the academic program in terms of the program faculty. This is a self-evaluation process and an honest assessment of the program. The goal is to identify broad goals and specific measurable objectives.

Undergraduate Committee Program Review 2019-2020 Review Assignments

Undergraduate Committee Member	Assigned Program Review
Anoop Desai	BS Computer Science BA Art
Chris Cartright	BS Computer Science BA Art
Barbara Hendry	BFA Art BSCE (Civil Engineering)
Felix Hamza-Lup	BFA Art

	BSCE (Civil Engineering)
Hyunju Shin	BSEE (Electrical Engineering) BS Art Education
Nedra Cossa	BSEE (Electrical Engineering) BS Art Education
Donna Mullenax	BA Chemistry BIS (Interdisciplinary Studies)
Kay Coates	BA Chemistry BIS (Interdisciplinary Studies)
Dziyana Nazaruk	BSPH (Public Health) BA Women, Gender, and Sexuality Studies
TimMarie Williams	BSPH (Public Health) BA Women, Gender, and Sexuality Studies
Maria Adamos	BS Biochemistry BSCons (Construction)
Chris Barnhill	BS Biochemistry BSCons (Construction)
Jun Liu	BS Chemistry BSIT (Information Technology)
Barbara King	BS Chemistry BSIT (Information Technology)
Amy Potter	Cyber Security Certificate BSME (Mechanical Engineering)
Autumn Johnson	Cyber Security Certificate BSME (Mechanical Engineering)

B. List of Programs Due for Program Review Spring 2020

Ms. Candace Griffith assigned two reviewers per program, one reviewer from the college the program is associated with and the second reviewer is a reviewer at large. Each reviewer will read their assigned program reviews and score independently. Once each reviewer has scored the item, they meet as a team to discuss, reconcile and agree upon a reconciled rubric. This will be on the agenda for the April Undergraduate Committee meeting.

Georgia Southern University 2019-2020 Schedule of Programs Due Comprehensive Program Review

Updated: January 8, 2020

College	Department	Degree & (Acronym)	Major	Total Hours	CIP Code
College of Arts & Humanities	Art	Bachelor of Arts (BA)	Art	124	50.070101
		Bachelor of Fine Arts (BFA)	Art	124	50.070101
		Bachelor of Science (BS)	Art Education	133	13.130201
	Interdisciplinary Studies	Bachelor of Interdisciplinary Studies (BIS)		124	30
		Bachelor of Arts (BA)	Women's, Gender, and Sexuality Studies	124	5.020701
College of Behavioral & Social Sciences	Psychology	Doctor of Psychology (PsyD)	Clinical Psychology	114-124	42.2801
Parker College of Business	Interdisciplinary	Master of Business Administration (MBA)		30-36	52.0201
			WebMBA Track	30	
College of Engineering & Computing	Civil Engineering & Construction	Bachelor of Science in Civil Engineering (BSCE)		130	14.080101
		Bachelor of Science in Construction (BSCons)		129	52.200101
	Computer Science	Bachelor of Science (BS)	Computer Science	124	11.070101
	Electrical and Computing Engineering	Bachelor of Science in Electrical Engineering (BSEE)		130	14.100101

	Information Technology	Bachelor of Science in Information Technology (BSIT)		124	11.010301
		Cyber Security Certificate (CER0)		18	11.100301
	Manufacturing Engineering	Master of Science in Applied Engineering (MSAE)		30	14.999901
	Mechanical Engineering	Bachelor of Science in Mechanical Engineering (BSME)		130	14.190101
Waters College of Health Professions	Health Sciences and Kinesiology	Master of Health Administration (MHA)		53	51.070102
		Master of Science (MS)	Kinesiology	36	31.050501
Jiann-Ping Hsu College of Public Health	Public Health	Doctor of Public Health (DrPH)		60	51.220101
		Bachelor of Science in Public Health (BSPH)	Health Education & Promotion	124	51.220701
College of Science and Mathematics	Chemistry & Biochemistry	Bachelor of Arts (BA)	Chemistry	124	40.050101
		Bachelor of Science (BS)	Biochemistry	124	26.020201
		Bachelor of Science (BS)	Chemistry	124	40.050101
					22
Certificate Programs:			Undergraduate Programs		16
CER0 - Undergraduate; fewer than 30 semester credit hours (less than one year)			Graduate Programs		6

Undergraduate and Graduate Committees
Comprehensive Program Review
Orientation/Norming Sessions

Orientation Please review 2019-2020 CPR Orientation PowerPoint

February 3, 2020 1st practice program review released for scoring; **scores due by noon on 2/10/2020**

February 12, 2020, 1:30 to 3 p.m. 1st norming session (UC and GC combined); webex
Armstrong: Science Center, Room 2603
Statesboro: Williams Center, Room 2067

2nd practice program review released for scoring; **scores due by 5 p.m. on 2/19/2020**

February 26, 2020, 1:30 to 3 p.m. 2nd norming session (UC and GC combined); webex
Armstrong: Science Center, Room 2603
Statesboro: Library Dean's Conference, Room 3213

March 1, 2020 Assigned program reviews released to members for scoring; **scores due by 9 a.m. on 3/30/2020 for inclusion in April UC and GC Agendas**

April UC and GC Meetings Final vote on 2019-2020 program reviews

Comprehensive Program Review Evaluative Rubric					
Name: (Program)	Degree Acronym/Major				
Date of Review:	Date			Meets expectations	52-14
				Meets w/Recommendations	37-51
				Below expectations	22-36
Category		Meets Expectations	Meets Expectations with Recommendations*	Below Expectations - Revisions Required*	Reviewer's Comment - Rubric
Analysis of Student Quality		3	2	1	From "How to Write a Peer Review" (http://reviewers.plos.org/resources/how-to-write-a-peer-review/), justify your comments with concrete evidence and specific examples; be specific so the program knows what they need to

					do to improve; be thorough; be professional and respectful; include what you liked about their response.
	A.	<p>Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and <u>document</u> (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).</p>	<p>Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.</p>	<p>Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.</p>	<p>Take-aways from this evaluative row:</p> <p><i>The program should have clearly articulated program goals <u>and</u> associated, specific, measurable objectives for each goal related to the quality of students entering the program <u>and</u> goals and objectives related to the quality of students exiting the program. If they do not, have you included a comment explaining the need to do so with an example? For instance, a program goal related to the quality of students exiting the program might be to have all students achieve licensure in the field. The related specific, measurable objective might be to achieve a 100% first-time, pass-rate on the national licensure exam (program should name what the exam is).</i></p> <p><i>The program should have data and discuss the findings and <u>analysis</u> (what the data mean) in terms of the identified specific, measurable objectives to demonstrate that they achieve, partially achieve, or do not achieve their stated goals/objectives. If the program does not discuss their data in terms of their stated objectives, have you made a comment to indicate the need to place their data into such a context? Can you provide an example pulling from their discussion?</i></p>
	B.	<p>The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust</p>	<p>If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality. Program fails to provide</p>	<p>Take-aways from this evaluative row:</p> <p><i>The template necessitates that programs administer surveys to collect qualitative data which they should bring into the discussion of the findings. If they have not, have you made a comment to indicate that they need to do so? For example, programs should develop and include an <u>action plan</u> for gathering any missing data from the template tables to ensure that they will have multiple years of data collection for</i></p>

	<p>understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes <u>comparative data</u> against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p> <p>*Supplemental data could be met by providing the data noted in the template table with a "(from departmental surveys)" notation.</p>	<p>these data are collected and <u>multi-year</u> data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>comparative data with which to place their findings into context.</p>	<p><i>the next program review. If they need to develop a senior exit survey, who will be responsible for doing so and when? When would the survey be administered? Who will be responsible for survey analysis and how will the results be used?</i></p> <p><i>The program should have comparative data (from their department as a whole, college, the University, and peer/aspirational peer programs or top-rated programs (identified by the program) and discuss their data within this context. A comment might ask how their findings compare against the department as a whole, their college, the University, and their identified peer/aspirational peer programs. For instance, what does an average entering SAT score of 1040 mean in terms the quality of entering students if not placed into context to show how it compares against other entities?</i></p>
C.	<p>Program's findings are thoroughly described based upon <u>all</u> measures documented in the template tables.</p>	<p>The program's findings address <u>some</u> measures documented in the template tables, but not all.</p>	<p>The program's findings do not address the measures documented in the template tables.</p>	<p><i>Take-aways from this evaluative row:</i></p> <p><i>The program should discuss the analysis of <u>all</u> of the measures in the template tables as they relate to the program's goals and objectives. What do the data tell them about the quality of the students entering the program? What do the data tell them about the quality of students exiting the program? If they have not done so, have you noted that in a comment, referencing specific areas where they may fall short?</i></p>

	D.	Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>Program review is longitudinal program assessment (multi-year), so that the program can accurately assess where it has been, where it is, and where it wishes to be related to the quality of students entering and exiting the program. If the program has not included a discussion of how the program has changed over time, have you noted this in your comments and provided some suggestions?</i></p>
	E.	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>Focusing on the purpose of program review as a tool for charting a course for program improvement, the program should have a plan for improving/enhancing the quality of students both entering and exiting the program. If they do not, have you noted the absence of a plan in your comments and provided suggestions like: this plan should take the form of an action plan and include goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.</i></p>
Analysis of Faculty Quality and Productivity		3	2	1	
	F.	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation)	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>The program should have clearly articulated program goals <u>and</u> associated, specific, measurable objectives for each goal related to the quality <u>and</u> productivity of faculty for (1) teaching and learning; (2) scholarship/creative activity; and (3) service. If they do not, have you included a comment explaining the need to do so with an example? For instance, a program goal related to the quality of faculty scholarship might be to have faculty publish in top-tier journals in the field (what constitutes a top-tier journal would need to be defined by the program). The related objective might be to have faculty publish 3 peer-reviewed journal articles in a top-tier journal in the field every five years. Another might be to</i></p>

	and measurable objectives and <u>document</u> (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.		<p>have faculty publish 1 peer-reviewed journal article annually in a journal with an acceptance rate of 25% or lower.</p> <p>The program should have data and discuss the findings and <u>analysis</u> (what the data mean) in terms of the identified specific, measurable objectives to demonstrate that they achieve, partially achieve, or do not achieve their stated goals/objectives. If the program does not discuss their data in terms of their stated objectives, have you made a comment to indicate the need to place their data into such a context? Can you provide an example? For instance, if the program lists each program faculty member's scholarship, what does that mean in terms of their goals and objectives? It is difficult to assess data provided in such an individual format; data should be aggregated and placed into context.</p>
G.	The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty. Additionally, the analysis includes <u>comparative data</u> against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and <u>multi-year</u> data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.	<p>Take-aways from this evaluative row:</p> <p>The narrative necessitates that programs supplement the discussion with qualitative and quantitative data on the quality and productivity of faculty in terms of teaching and learning, scholarship and creative activity, and service which they should bring into the discussion of the findings. If they have not, have you made a comment to indicate that they need to do so? For example, programs should develop and include an <u>action plan</u> for gathering any missing data from the template tables to ensure that they will have multiple years of data collection for the next program review.</p> <p>The program should have comparative data (from their department as a whole, college, the University, and peer/aspirational peer programs or top-rated programs (identified by the program) and discuss their data within this context. A comment might ask how their findings compare against the department as a whole, their college, the University, and their identified peer/aspirational peer programs. For example, the program may discuss the quality of teaching, in part, by discussing average Student Ratings of Instruction scores, providing an aggregate of 4.5 on a scale of 1-5 where 5 is the highest. How does 4.5 compare against other non-program faculty in the department; other faculty in the college; etc.?</p>

	rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	goals and objectives.		
<i>H.</i>	Program's findings are thoroughly described based upon <u>all</u> measures documented in the template tables.	The program's findings address <u>some</u> measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>The program should discuss the analysis of <u>all</u> of the measures in the template tables as they relate to the program's goals and objectives. What do the data tell them about the quality and productivity of their faculty? If they have not done so, have you noted that in a comment, referencing specific areas where they may fall short?</i></p>
<i>I.</i>	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>Program review is longitudinal program assessment (multi-year), so that the program can accurately assess where it has been, where it is, and where it wishes to be related to the quality and productivity of faculty. If the program has not included a discussion of how the program has changed over time, have you noted this in your comments and provided some suggestions?</i></p>
<i>J.</i>	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>Focusing on the purpose of program review as a tool for charting a course for program improvement, the program should have a plan for improving/enhancing the quality and productivity of faculty. Think in terms of the "value added" to the program in having a high quality faculty who are productive in the discipline (e.g., national and international visibility). If they have not addressed future plans, have you noted the absence of a plan in your comments and provided suggestions like: this plan should take the form of an action plan and include goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.</i></p>

Curricular Alignment and Currency to the Discipline		3	2	1	
	K.	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>The program should have clearly articulated student learning outcomes and discussed where each is measured/assessed in the curriculum (e.g., what course(s)). They should discuss the findings of their annual academic assessments in terms of the measurement methods for each student learning outcome. If they have not, have you noted that in your comment?</i></p>
	L.	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through the curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>At this point, all programs should have a curriculum map which outlines the student learning outcomes and shows the courses where each outcome is assessed <u>and at what level</u> (e.g., introductory, reinforced, mastery). The program should also provide a program of study and discuss how the curriculum is structured and sequenced to ensure that students are exposed to the learning they need to develop the skills, abilities, knowledge, and dispositions sought. If the program has not provided either of these artifacts and has not included a discussion of them in the narrative, have you noted that in your comments?</i></p>

	(documentation includes a curriculum map and program of study).			
M.	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>Programs need to make sure that their curriculum maintains relevance in today's society. If they have not done so, have you noted this in your comments? Does the discipline organization offer some guidance on curriculum? Does the program hold specialized, programmatic accreditation that may have standards to which the program must adhere? What about peer/aspirational peer programs, what are they doing? How does the program know that its curriculum maintain relevancy?</i></p>
N.	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>The discussion should include not only what the student learning outcomes are, but how well the program meets each of those outcomes (e.g., met expectations of targets, partially met expectations of targets, or did not meet expectations of targets) and how they have improved the curriculum as a direct result of the findings and analysis of the academic annual assessment reports. If they have not, have you noted this in your comments and provided an example?</i></p>
O.	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the curriculum and/or student learning.	<p><i>Take-aways from this evaluative row:</i></p> <p><i>Focusing on the purpose of program review as a tool for charting a course for program improvement, the program should have a plan for improving/enhancing the curriculum and student learning. If they do not, have you noted the absence of a plan in your comments and provided suggestions like: this plan should take the form of an action plan and include goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you</i></p>

					measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.
Analysis of Program Viability Based upon Internal Demand		3	2	1	
	P.	<p>Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and <u>document</u> (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).</p>	<p>Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.</p>	<p>Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.</p>	<p>Take-aways from this evaluative row:</p> <p><i>The program should have clearly articulated program goals <u>and</u> associated, specific, measurable objectives for each goal related to the viability of the program. If they do not, have you included a comment explaining the need to do so with an example? For instance, a program goal related to the viability of the program might be to increase the number of majors. The specific, measurable objective for that goal might be to increase the number of majors by five students each year.</i></p> <p><i>The program should have data and discuss the findings and <u>analysis</u> (what the data mean) in terms of the identified specific, measurable objectives to demonstrate that they achieve, partially achieve, or do not achieve their stated goals/objectives. If the program does not discuss their data in terms of their stated objectives, have you made a comment to indicate the need to place their data into such a context? Can you provide an example from their discussion?</i></p>
	Q.	<p>The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability</p>	<p>If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and <u>multi-year</u> data</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide</p>	<p>Take-aways from this evaluative row:</p> <p><i>Program should supplement the data provided in the template with qualitative and/or quantitative data it collects related to program viability (e.g., market demand for graduates) which they should bring into the discussion of the findings. If they have not, have you made a comment to indicate that they need to do so? For example, programs should develop and include an <u>action plan</u> for gathering any missing data from the template tables to ensure that</i></p>

	<p>of the program. Additionally, the analysis includes <u>comparative data</u> against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>comparative data with which to place their findings into context.</p>	<p><i>they will have multiple years of data collection for the next program review.</i></p> <p><i>The program should have comparative data (from their department as a whole, college, the University, and peer/aspirational peer programs or top-rated programs (identified by the program) and discuss their data within this context. A comment might ask how their findings compare against the department as a whole, their college, the University, and their identified peer/aspirational peer programs. For instance, what does a student-faculty ratio of 30:1 mean without evidence of how that compares to other programs?</i></p>
<i>R.</i>	<p>Program's findings are thoroughly described based upon <u>all</u> measures documented in the template tables.</p>	<p>The program's findings address <u>some</u> measures documented in the template tables, but not all.</p>	<p>The program's findings do not address the measures documented in the template tables.</p>	<p><i>Take-aways from this evaluative row:</i></p> <p><i>The program should discuss the analysis of <u>all</u> of the measures in the template tables as they relate to the program's goals and objectives. What do the data tell them about the viability of the program? If they have not done so, have you noted that in a comment, referencing specific areas where they may fall short?</i></p>
<i>S.</i>	<p>Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).</p>	<p>Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.</p>	<p>Program viability over time (trend data) is not addressed.</p>	<p><i>Take-aways from this evaluative row:</i></p> <p><i>Program review is longitudinal program assessment (multi-year), so that the program can accurately assess where it has been, where it is, and where it wishes to be related to the viability of the program. If the program has not included a discussion of how the program has changed over time, have you noted this in your comments and provided some suggestions?</i></p>
<i>T.</i>	<p>Analysis includes a description (e.g., detailed action plan) of how the</p>	<p>Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently</p>	<p>Analysis does not address future plans for improving/enhancing program viability.</p>	<p><i>Take-aways from this evaluative row:</i></p> <p><i>Focusing on the purpose of program review as a tool for charting a course for program improvement, the program should have a plan for improving/enhancing the viability of the program. If they do not, have you</i></p>

		program plans to enhance program viability moving forward.	developed upon which one might act.		<i>noted the absence of a plan in your comments and provided suggestions like: this plan should take the form of an action plan and include goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.</i>
<i>Contextual Closing Narrative-Executive Summary</i>		6	3	1	
	U.	The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.	<i>Take-aways from this evaluative row:</i> <i>The program needs to clearly indicate whether it meets expectations, meets with recommendations, or fall below expectations and provide supporting evidence. If they have not done this, have you noted it in your comment?</i>
	V.	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that	The analysis fails to address most of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation fails to include a discussion of shifting trends and market forces that might impact program demand and how the	<i>Take-aways from this evaluative row:</i> <i>This section is where the program takes the findings and analysis from each of the prior sections, summarizes the program's strengths (including identified niche areas) and weaknesses, and develops an action plan for moving forward to address any remaining challenges. Where do they want to be at their next program review? What were the program's achievements from this review? The program should not be copying and pasting text from the prior sections, but making an attempt to synthesize the findings and analysis resulting from the review. The program should also include a discussion of shifting trends and market forces and how the program plans to respond to ensure continued relevancy. If they have not, have you included a comment to that effect? Have you suggested that they include action plan(s)</i>

	might impact program demand and notes how the program will respond.	might impact program demand but fails to note how the program will respond.	program will respond.	<i>outlining how they will move forward, including goal(s); related, specific, measurable objective(s); implementation strategies (who will do what and when); measures (how will you measure your objectives); and targets. An action plan helps the program to formalize a process for ensuring action.</i>



What is academic program review?

*Academic program review is an ongoing **PROCESS** at the program and department levels that examines and assesses the quality, viability, and productivity of the program and, based upon those findings, develops an action plan for improvement.*

QUALITY: discusses attributes of the program's students, faculty, teaching and learning, research/scholarship and/or creative activity, and service **within a comparative framework**.

VIABILITY: addresses the program's ability to thrive and grow in teaching and learning, research/scholarship and/or creative activity, and service. (Student demand for the program; market demand for graduates.)

PRODUCTIVITY: considers the program's success in enrolling, retaining, and graduating its students as well as the output and contributions of the faculty and students.

Essential elements of program review process

- What is the program's self-identified purpose: **MISSION**?
- What are the program's **GOALS** related to quality, viability, and productivity?
- How does each goal translate into a specific, measurable **OBJECTIVE**?
 - What are the program's **IMPLEMENTATION STRATEGIES** for achieving each objective?
 - How and when is each objective **MEASURED**?
 - What are the program's **TARGETS** for each objective?
 - What is the **DATA COLLECTION** process for each objective?
 - What are the **FINDINGS AND ANALYSIS** for each objective measured?
 - Based upon the findings and analysis, what is the **ACTION PLAN** that will be put in place to improve?

What constitutes a successful academic program review?

The program has...

- (1) identified broad goals and specific and measurable objectives related to the quality of students entering and exiting the program, the quality and productivity of faculty, student learning, the viability and productivity of the program;
- (2) examined and analyzed longitudinal, quantitative, and qualitative data from which a conclusion can be made about the level of achievement of each of the program's goals and objectives; and
- (3) documented the level of achievement of each of its goals and objectives with supporting evidence to convince the reader that the program's conclusions are correct.

Relationship of process to programmatic improvement

- For example, if analysis of the evidence has revealed a weakness (failure to meet the target specified for the objective), the program should develop and include in their program review an **action plan** to specifically address the identified weakness. The action plan would include an objective, implementation strategies (who will do what and when), measurements, and targets for the objective.

As the evidence shows, first-time pass rates on the national certification exam averaged 60% for the past three years compared to an average of 75% for all test-takers. Consequently, the program has developed a new program objective: Increase the first-time pass rates on the national certification exam by 15 percentage points within the next three years.

Break-Out Exercise #1

STRATEGIC PLAN AND KEY PERFORMANCE INDICATORS

Comprehensive Program Review
Undergraduate Program Review Template

Program Name: _____
Department: _____
Faculty: _____
Student Body: _____
Review Period: _____

Section 1: Program Information

1.1. Program Description: _____
1.2. Program Goals: _____
1.3. Program Objectives: _____

Section 2: Performance Metrics

Metric	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Student Enrollment	100	100	100	100	100
Student Retention	100	100	100	100	100
Student Graduation	100	100	100	100	100
Student Satisfaction	100	100	100	100	100
Faculty Satisfaction	100	100	100	100	100
Program Effectiveness	100	100	100	100	100
Program Impact	100	100	100	100	100
Program Innovation	100	100	100	100	100
Program Sustainability	100	100	100	100	100
Program Accountability	100	100	100	100	100
Program Transparency	100	100	100	100	100
Program Communication	100	100	100	100	100
Program Collaboration	100	100	100	100	100
Program Leadership	100	100	100	100	100
Program Governance	100	100	100	100	100
Program Evaluation	100	100	100	100	100
Program Improvement	100	100	100	100	100
Program Innovation	100	100	100	100	100
Program Sustainability	100	100	100	100	100
Program Accountability	100	100	100	100	100
Program Transparency	100	100	100	100	100
Program Communication	100	100	100	100	100
Program Collaboration	100	100	100	100	100
Program Leadership	100	100	100	100	100
Program Governance	100	100	100	100	100
Program Evaluation	100	100	100	100	100
Program Improvement	100	100	100	100	100

Discussion of Academic Program Review Instrument

Template

- Template was originally developed by the University System of Georgia (one for undergraduate programs and one for graduate programs), but has been “tweaked” each year for greater clarity and effectiveness.
- The instrument includes the following sections:
 - A summary of the results of the last program review, keeping in mind that the ultimate purpose is to assess the degree of programmatic improvement since the last review and map a course for the next few years to ensure continued improvement.
 - Indicators of Quality (student and faculty)
 - Curricular Alignment and Currency to the Discipline
 - Indicators of Viability
 - Indicators of Productivity
 - Contextual Closing

WHERE WAS THE PROGRAM (RELATED TO THE PROGRAM’S GOALS AND OBJECTIVES), WHERE IS THE PROGRAM NOW, AND WHERE DOES THE PROGRAM WISH TO BE?

Template (cont.)

- Each section has numerous metrics designed to provide programs with multiple measures of qualitative and quantitative data for their analysis.
- Much of the data is pulled from the Office of Institutional Research’s website at:
 - <https://em.georgiasouthern.edu/ir/cpr/>
 - Data not found can be requested at: <https://em.georgiasouthern.edu/ir/rf/>.
- Departments will have collected other data such as senior exit surveys, employer surveys, annual academic assessment reports, aggregated annual faculty evaluation reports, and departmental annual reports.
- If the program uses other metrics to determine quality, productivity, and viability, they should include those metrics in the narrative discussion relevant to that section.

Narrative Sections

Begin each narrative section with a discussion of the program's goals and objectives related to that particular section, recognizing that **PROGRAM OBJECTIVES** are different than **STUDENT LEARNING OBJECTIVES** or **DEPARTMENTAL OBJECTIVES**. This framework helps the program "to add meaning" to its data interpretation.

EXEMPLAR:

Goal: Prepare program graduates to be successful entry-level registered dietitians in the fields of community nutrition or school nutrition.

Objectives:

- Over a five-year period, 80% or more of interns enrolled in the dietetic internship program will complete all program requirements within 150% of the time planned for completion (12 months x 150% = 18 months).
- Over a five-year period, the first-time pass rates for program graduates taking the registration examination (for dietitians) will be at least 80%.
- Over a five-year period, 80% or more of program graduates who sought dietetic employment will be employed within 12 months of program completion.
- Over a five-year period, 80% or more of program graduates will be rated as satisfactory by employers.

Narrative Sections (cont.)

Consider: for each narrative section you are essentially "writing an argument" to convince the reader that the conclusions you have drawn are correct.

- Your argument begins by discussing what your program goals and objectives are for that section of the template.
- Your argument indicates whether your program objective was met, partially met, or not met and provides evidence (findings and analysis) to support your conclusion.
What was the initial target for the objective? What were the findings?
- Your argument discusses any changes the program has made as a result of the findings to improve the program's goals and objectives – "closing the loop" and/or future action plans for ensuring continued improvements or to address identified weaknesses.

Analysis of Student Quality

For the student quality section, discuss in terms of the quality of students entering the program and the quality of students exiting the program, framing your discussion within the context of the program's goals and objectives related to student quality. What is the value added?

What are examples of program goals and objectives for the quality of students entering and exiting the program?

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
<ul style="list-style-type: none"> <i><u>Incoming:</u> Increase the diversity of majors to be more representative of the clientele ultimately served by professionals in the this field.</i> 	<ul style="list-style-type: none"> <i>Increase the percentage of freshman self-identifying as Hispanic from .7% of the freshman population in fall 2018 to 2% by fall 2023.</i> 	<i>Institutional Research report on diversity of freshman by program for fall 2018, fall 2019, fall 2020, fall 2021, fall 2022, and fall 2023.</i>	<i>2% of freshman majors will self-identify as Hispanic by fall 2025.</i>	
<ul style="list-style-type: none"> <i><u>Exiting:</u> Increase employer satisfaction with program graduates' soft skills.</i> 	<ul style="list-style-type: none"> <i>Eighty percent of employers will agree or strongly agree with the statement on the employer satisfaction survey that program graduates were adequately prepared in soft skills by spring 2023.</i> 	<i>Question #X on the employer satisfaction survey.</i>	<i>80% of respondents to employer satisfaction survey will agree or strongly agree with soft skills assessment question.</i>	
<ul style="list-style-type: none"> <i>Other examples?</i> 	<ul style="list-style-type: none"> <i>Other examples?</i> 			

Analysis of Student Quality

	Incoming Students	Exiting Students
Measures of Student Quality	<ul style="list-style-type: none"> Average SAT or ACT score compared to the average national, university, college, department and/or peer/aspirational peer programs' SAT or ACT score(s) 	<ul style="list-style-type: none"> First-time pass rates on national/state exams for licensure
	<ul style="list-style-type: none"> Average high school GPA compared to the average university, college, department high school GPA 	<ul style="list-style-type: none"> Average graduating GPA for majors compared to average graduating GPA for university, college, and department
	<ul style="list-style-type: none"> Number and percentage of underrepresented populations compared to university, college, department, and in discipline and/or field in general 	<ul style="list-style-type: none"> In-field employment rates (within six months of graduation) compared to college and department average
	<ul style="list-style-type: none"> Other qualitative measures such as student backgrounds and/or experiences relevant to program goals (e.g., prospective journalism majors entering with experience serving on high school newspaper) 	<ul style="list-style-type: none"> Employer satisfaction rates compared to college and department average
		<ul style="list-style-type: none"> Alumni satisfaction in regards to adequacy of program preparation for employment

Break-Out Exercise #2

GOAL SETTING (OBJECTIVES/MEASURES) – STUDENT QUALITY

Analysis of Faculty Quality, Viability, and Productivity

For the analysis of faculty quality and productivity, frame your discussion in terms of the program's goals and objectives related to faculty quality and faculty productivity.

What are examples of program goals and objectives related to the quality of faculty in the program?

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
<ul style="list-style-type: none"> Quality of teaching: Increase program faculty teaching effectiveness. 	<ul style="list-style-type: none"> Increase the percentage of program faculty who score 8 or higher (on a scale of 1 to 10 with 10 being the highest rating) from the department chair's annual evaluation of teaching effectiveness. 	Department chair's rating of faculty members' teaching on annual evaluations conducted each spring.	90% of program faculty will score 8 or higher on the teaching effectiveness portion of the department chair's annual evaluation by spring 2023.	
<ul style="list-style-type: none"> Quality of scholarship: Increase the quality of faculty scholarship. 	<ul style="list-style-type: none"> Increase the percentage of program faculty who publish peer-reviewed articles in journals with an acceptance rate of 25% or lower by 2025. 	Percentage of peer-reviewed articles in journals with an acceptance rate of 25% or lower each year.	Increase the percentage of faculty meeting this threshold from 25% in fall 2018 to 50% by fall 2025.	
<ul style="list-style-type: none"> Quality of service: Increase the quality of service. 	<ul style="list-style-type: none"> Eighty percent of clients responding to the client satisfaction survey will agree or strongly agree with the question relating to overall satisfaction of services provided, by spring 2022. 	Percentage of clients responding to question #X on the clinic client satisfaction survey.	80% of clients will agree or strongly agree with question #X on client satisfaction survey by spring 2022.	
<ul style="list-style-type: none"> Other examples of faculty quality? 	<ul style="list-style-type: none"> Other examples? 			

Analysis of Faculty Quality, Viability, and Productivity

What are examples of program goals and objectives related to the productivity of faculty in the program?

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
<ul style="list-style-type: none"> Productivity of teaching: Increase the percentage of faculty who are trained to teach online. 	<ul style="list-style-type: none"> Increase the percentage of program faculty who successfully complete the University's Quality Matters training for teaching courses online by spring 2022. 	Percentage of program faculty annually who complete Quality Matters training for online courses.	40% of program faculty will successfully complete the University's Quality Matters training for online courses by spring 2022.	
<ul style="list-style-type: none"> Productivity of scholarship: Increase external support for program. 	<ul style="list-style-type: none"> Increase the percentage of external grant proposals submitted by program faculty by 2 percentage points by spring 2025. 	Percentage of external grant proposals submitted each year by program faculty.	Increase the percentage of submitted grant proposals by 2 percentage points by spring 2025.	
<ul style="list-style-type: none"> Productivity of service: Increase the number of clients served. 	<ul style="list-style-type: none"> Increase the number of clients served in the program's outreach center by 100 each year by spring 2022. 	Number of clients served annually in the program's outreach center.	Increase clients served by 100 annually by spring 2022.	
<ul style="list-style-type: none"> Other examples of faculty productivity? 	<ul style="list-style-type: none"> Other examples? 			

Analysis of Faculty Quality, Viability, and Productivity

	Quality	Viability	Productivity
Teaching & Learning	<ul style="list-style-type: none"> Peer evaluations of teaching Chair evaluations of teaching Aggregated annual faculty evaluation results Aggregated results of faculty major reviews Aggregated SRIs Exit scores of students on national & state licensure and/or certification exams First-time pass rates Completer satisfaction Employer satisfaction Number of graduates who obtain employment in the field within 6 months of graduation 	<ul style="list-style-type: none"> Curriculum map showing how the curriculum is sequenced to effect achievement of SLOs Currency of curriculum to disciplinary trends External accreditations 	<ul style="list-style-type: none"> Completed professional development activities related to teaching effectiveness Time to degree for majors illustrating a course rotation schedule that allows students to complete the program in 4 years Retention and graduation rates showing that <u>students</u> progress through the program Attrition rates

Analysis of Faculty Quality, Viability, and Productivity

	Quality	Viability	Productivity
Scholarship & Creative Activity	<ul style="list-style-type: none"> Number and percentage of faculty publications in top-tier journals in the discipline (aggregated for all program faculty) Number and percentage of faculty publications in journals with low acceptance rates (aggregated for all program faculty) National/international awards/recognition (aggregated for all program faculty) Average citation rates (aggregated for all program faculty) 	<ul style="list-style-type: none"> What is the value the faculty members' scholarship/creative activity <u>brings</u> to the program? (e.g., recruitment, niche, external funding, visibility...?) 	<ul style="list-style-type: none"> Number and percentage of faculty publications by type (e.g., refereed/juried, ...) (aggregated for all program faculty) Number and percentage of performances/exhibitions (aggregated for all program faculty) Number and percentage of external grant submissions

Analysis of Faculty Quality, Viability, and Productivity

	Quality	Viability	Productivity
Service	<ul style="list-style-type: none"> Number and percentage of faculty serving in leadership positions on institutional committees and/or in professional organizations and committee/organization accomplishments that may be attributed to that leadership (aggregated for all program faculty) For professional programs, client satisfaction 	<ul style="list-style-type: none"> What is the value the service brings to the program? (e.g., external funding, visibility...?) What is the need met through the service that might not otherwise be provided? 	<ul style="list-style-type: none"> Number of clients served Size of audience

Break-Out Exercise #3

GOAL SETTING (OBJECTIVES/MEASURES) – FACULTY QUALITY & PRODUCTIVITY

Curricular Alignment and Currency to the Discipline

- What are your *student learning objectives* and what are the findings?
- Use a curriculum map to demonstrate how the curriculum is sequenced to support attainment of student learning objectives.
- Consider discipline trends and how these may factor into your analysis.
- What changes to the curriculum have been made as a result of your findings?
- What do your curriculum findings tell you about the quality, productivity, and viability of the program?

Analysis of Program Viability

For the analysis of program viability, frame your discussion in terms of the program's goals and objectives related to program viability.

What are examples of program goals and objectives for the viability of the program?

Viability

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
<ul style="list-style-type: none"> The program will enhance its competitiveness with other comparable programs in the field. 	<ul style="list-style-type: none"> The program will improve its selectivity rate by 5 percentage points over the next three years. 	Number and percentage of applicants who are accepted into the program	Enhance selectivity rate by 5 percentage points over next three years.	
<ul style="list-style-type: none"> Other examples? 	<ul style="list-style-type: none"> Other examples? 			

Analysis of Program Viability

Viability	
	<ul style="list-style-type: none"> Student demand: number of majors and the percentage that number represents of all university same-degree level program enrollments
	<ul style="list-style-type: none"> Selectivity of program: acceptance rates (e.g., are you accepting virtually all of your applicants?)
	<ul style="list-style-type: none"> Market demand: placement rates within 6 months of graduation in a career in field
	<ul style="list-style-type: none"> Total number of student credit hours compared to departmental total and college total
	<ul style="list-style-type: none"> Student-faculty ratio and how that compares to University and college ratio

Break-Out Exercise #4

GOAL SETTING (OBJECTIVES/MEASURES) – PROGRAM VIABILITY

Analysis of Program Productivity

For the analysis of program productivity, frame your discussion in terms of the program's goals and objectives related to program productivity.

What are examples of program goals and objectives for the productivity of the program?

Productivity

Program Goals	Objectives for Each Goal (Specific and Measurable)	Measures for Objectives	Findings, Targets, and Analysis	Action Plan for Improving
• Increase program enrollment.	• The program will improve its conversion rate of accepted to enrolled by 5 percentage points over the next three years.	Percentage of students accepted into the program who actually enroll	Increase percentage of applicants converted to matriculated students by 5 percentage points over the next three years.	
• Other examples?	• Other examples?			

Analysis of Program Productivity

Productivity	
	<ul style="list-style-type: none">• 4-year, 5-year, and 6-year graduation rates compared to the 4-year, 5-year, and 6-year graduation rates of the University, college, and department as a whole
	<ul style="list-style-type: none">• Contributions of graduates (alumni) of the academic program
	<ul style="list-style-type: none">• Retention rates compared to University, college, department rates
	<ul style="list-style-type: none">• Enrollment (majors) numbers and percentage that number represents of the total University enrollment (for same degree level) and college enrollment for (same degree level)• Student credit hours produced through service courses offered by the program

Break-Out Exercise #5

GOAL SETTING (OBJECTIVES/MEASURES) – PROGRAM PRODUCTIVITY

Break-Out Exercise #6

DEVELOPING PROGRAM PEER/ASPIRATIONAL PEER PROGRAMS

Contextual Closing Narrative

- Provides a summary of the conclusions reached as a consequence of having undertaken the *analysis* required in writing the self-study document.
- Be sure to include a determination of whether the program:
Meets Expectations
 1. Program is critical to the institutional mission and will be retained; OR
 2. Program is critical to the institutional mission and is in a growing or a high demand field and thus will be enhanced.

Does Not Meet Expectations

1. Program will be placed on monitoring; OR
2. Program will undergo substantive curricular revisions; OR
3. Program will be deactivated; OR
4. Program will be voluntarily terminated; OR
5. Other (identify)



Comments on Academic Program Review Process

Levels of Review

- Comprehensive Program Review begins at the program level. After gathering the data, program faculty should meet to discuss what the data reveal about the quality, productivity, and viability of their program and what new efforts are needed to move the program in the desired direction.
- Following these conversations, an editor is assigned to write the narrative sections of the Comprehensive Program Review template, keeping in mind that the document will be read at multiple levels and by individuals not familiar with the discipline.
- The final document is presented and discussed to the full departmental faculty – especially if the program is one of many in the department.
- After review by the departmental faculty, the document is reviewed by the department chair who writes a separate assessment of the program.

Levels of Review (cont.)

- The template along with the department chair's assessment is conveyed to the dean, or his/her designee, for review. The dean, or his/her designee, also writes a separate assessment of the program. **Note: the dean's level is the last level at which assessment of quality, productivity, and viability is based on the actual program versus the program's report.**
- The template along with the department chair's and the dean's assessments are forwarded to the Provost's Office electronically (no later than February 1st).
- Beginning at the university-level of review, all further assessments are made on the quality of the program review report as opposed to the actual program, based upon the completed template – the rationale being that the reviewers are not familiar with the actual program and therefore are relying entirely upon the program's report. **A well-documented and well-written report will generally mean that the program's assessment accurately reflects the reality of the program.**

Levels of Review (cont.)

- The Undergraduate and Graduate Committees convey their findings to the Provost's Office through the completion of the evaluative rubric in Chalk and Wire (April meetings).
- Through the minutes of the Undergraduate and Graduate Committees, results are also conveyed to Faculty Senate for endorsement (at their May meeting).
- Faculty Senate endorsements are reviewed by the Provost and then the President, which constitutes the final level of institutional review and approval.
- The Provost's Office communicates the results of the university-level review back to the programs through the department chair, copying the dean's office.
- Results are also communicated to the University System of Georgia to comply with Board of Regents policy.

Timeline

- Programs should begin the review process as early in the fall semester as possible.
- The completed template along with the department chair's and dean's separate assessments must be sent to the Provost's Office electronically no later than February 1, 2020.
- The Undergraduate and Graduate Committees will finalize their review at their April meetings, using the evaluative rubric in Chalk and Wire.
- Feedback based upon these committees' review will be communicated back to the programs shortly thereafter and forwarded to the University System Office.
- Programs that score below expectations on the evaluative rubric will be asked to submit a revised report by August 1, 2020 to the Provost's Office.

C. Final Recommendations for Definitions of Majors/Minors/Concentrations

Dr. Delena Bell Gatch worked with Ms. Candace Griffith, Dr. Amy Potter, Mr. Chris Cartright, Ms. Donna Mullenax and Ms. Barbara King to review the manuals from the Board of Regents, the current Georgia Southern catalog as well as the pre-consolidation Statesboro catalog. This group provided their recommendations to the Undergraduate Committee in hopes of approval. The next step is to take these recommendations to the Graduate Committee as well. The definition of the major and the definition of the minor are directly from the Board of Regents that comes from the University System of Georgia Academic and Student Affairs Handbook. This subcommittee would like these definitions to be included in the Undergraduate catalog under Academic Resources- Requirements for All Degrees- where the current section titled "Definition of a Major" is located. Dr. Joanne Chopak-Foss moved to add an asterisk to the first mention of upper division in the major paragraph, remove the parenthesis and put the explanation of what the asterisk is at the end of the document before moving this item to the Graduate Committee.

Dr. Joanne Chopak-Foss made a motion to accept the minor change in terms of how we will display the 3000 level and above coursework before moving this item forward to the Graduate Committee. A second was made by Dr. Barbara Hendry and the motion to accept the minor change in terms of how we will display the 3000 level and above coursework before moving this item forward to the Graduate Committee was passed.

Recommendations for Definitions of Majors / Minors / Concentrations from UG to GC

Major

A baccalaureate degree must contain at least 120 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require). A baccalaureate degree program must require at least 21 credit hours of upper

division* courses in the major field and at least 39 semester hours of upper division work overall.

Emphasis

An emphasis within a degree program must contain between 9 and 17 semester hours of coursework with a minimum of $\frac{2}{3}$ of the credit hours at the upper division* level.

Concentrations

A concentration within a degree program must contain at least 18 hours of semester hours of coursework with a minimum of $\frac{2}{3}$ of the credit hours at the upper division* level.

Minor

A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper division* courses. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor.

Stand-Alone Concentration

A stand-alone concentration must contain 18 or more semester hours of coursework with at least $\frac{2}{3}$ of the credit hours at the upper division* level..

Certificates

9-59 hours, no degree needed

*Upper division is defined as 3000 level or above courses.

D. College of Science and Mathematics

Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

Department of Chemistry & Biochemistry

Revised Course(s):

[BCHM 2910: Introduction to Biochemical Research](#)

JUSTIFICATION:

Students need to have finished CHEM 1212K (not concurrent) and also truly need to earn a "C" or better prior to taking BCHM 2910 in order to have a fundamental understanding of general chemistry principles and how they apply to biochemistry. Additionally, these prerequisites directly align with CHEM 2900 (the analogous CHEM version of this course for BA/BS chemistry majors).

[BCHM 3310: Bioinorganic Chemistry](#)

JUSTIFICATION:

ACS certification of the biochemistry majors requires BCHM 3310 with a laboratory component. Students will need CHEM 2100 in order to have obtained the appropriate laboratory skill needed for success in BCHM 3310. Additionally, these prerequisites directly align with well-established CHEM 3300 course.

[CHEM 5110: Environmental Chemistry](#)

JUSTIFICATION:

CHEM 3402 is not a prerequisite for this course. Student only need CHEM 3401 and CHEM

2100.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Chemistry & Biochemistry. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Department of Biology

Revised Course(s):

[BIOL 2081: Human Anatomy and Physiology I](#)

JUSTIFICATION:

These changes are part of "unifying" the A&P I & II courses post-Consolidation offered by the Dept of Biology and the Department of Health Sciences and Kinesiology.

[BIOL 2081L: Human Anatomy and Physiology I Laboratory](#)

JUSTIFICATION:

These changes are part of "unifying" the A&P I & II courses post-Consolidation offered by the Dept of Biology and the Department of Health Sciences and Kinesiology.

[BIOL 2082: Human Anatomy and Physiology II](#)

JUSTIFICATION:

These changes are part of "unifying" the A&P I & II courses post-Consolidation offered by the Dept of Biology and the Department of Health Sciences and Kinesiology.

[BIOL 2082L: Human Anatomy and Physiology II Laboratory](#)

JUSTIFICATION:

These changes are part of "unifying" the A&P I & II courses post-Consolidation offered by the Dept of Biology and the Department of Health Sciences and Kinesiology.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Biology. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Addendum:

Dr. Koehler requested an addendum to the agenda to include updating the minimum prerequisite from a "D" to a "C" for upper division courses referencing BIOL 3131, BIOL 3133 and BIOL 3134. The following courses will have their minimum grade of "D" changed to a "C" for BIOL 3131, 3133 and 3134.

Consolidation Fix of Upper-Division BIOL Prerequisites

During Consolidation, it was the decision of the faculty in the Department of Biology to require that all of their 4000-level and 5000-level BIOL courses increase their minimum required grades in BIOL 3131, 3133, and 3134 from a "D" to a "C" in order to serve as a prerequisite to higher-level BIOL courses.

-- which was listed in the Course Descriptions for these three prerequisite courses and on the catalog requirements for the BA and BS Biology programs.

This was overlooked (since it had not been entered individually into every upper-division course) but has been handled through COSM Advisors, who were aware of the original intent of the Biology Department they advise for. To correct this in BANNER, the courses

below will have their minimum grade of “D” changed to a “C” for BIOL 3131, 3133, and 3134.

Note: some courses below may have additional prerequisite requirements, and those additional requirements will remain as they are currently listed (only the “C” in BIOL 3131, 3133, and 3134 will be updated).

BIOL 4130 Genetics
BIOL 4150 Horticulture
BIOL 4230 Introduction to Immunology
BIOL 4240 Biology of Microorganisms
BIOL 4310 Applied Microbiology
BIOL 4320 Environmental Microbiology
BIOL 4450 Human Embryology
BIOL 4470 Sea Turtle Biology
BIOL 4520 Medical Microbiology
BIOL 4530 Natural History of the Vertebrates
BIOL 4532 Evolution
BIOL 4535 Vertebrate Zoology
BIOL 4540 Principles of Ecology
BIOL 4541 Invertebrate Zoology
BIOL 4550 Biology of Marine Organisms
BIOL 4620 Undergraduate Seminar
BIOL 4635 Biological Basis of Animal Behavior
BIOL 4730 Internship in Biology
BIOL 4890 Research
BIOL 4895 Honors Research
BIOL 4999 Honors Thesis
BIOL 5099 Selected Topics/Biology
BIOL 5100 Cell and Molecular Biology Lab
BIOL 5110 Sensory Physiology
BIOL 5120 Reproductive Biology
BIOL 5131 Cell Biology
BIOL 5132 Molecular Genetics
BIOL 5141 Forensic Biology
BIOL 5142 Molecular Biotechniques
BIOL 5148 Human Genetics
BIOL 5150 Cancer Biology
BIOL 5160 Plant Physiology
BIOL 5200 Mammalian Physiology
BIOL 5230 Comparative Animal Physiology
BIOL 5237 Physiological Ecology
BIOL 5239 Neurobiology
BIOL 5240 Histology
BIOL 5241 Comparative Vertebrate Anatomy
BIOL 5242 Developmental Biology
BIOL 5243 Toxicology
BIOL 5246 Human Pathophysiology

BIOL 5247 Endocrinology
BIOL 5248 Immunology
BIOL 5250 Limnology
BIOL 5260 Invasive Species
BIOL 5333 Emerging Diseases
BIOL 5340 Plant Pathology
BIOL 5341 Parasitology
BIOL 5343 Medical-Veterinary Entomology
BIOL 5345 Systematic Biology
BIOL 5346 Agroecology
BIOL 5347 Fisheries Biology
BIOL 5400 Barrier Island Ecology
BIOL 5431 Virology
BIOL 5432 Deep Sea Environments
BIOL 5441 Mycology
BIOL 5442 Entomology
BIOL 5443 Plant Taxonomy
BIOL 5444 Ichthyology
BIOL 5445 Herpetology
BIOL 5446 Ornithology
BIOL 5448 Mammalogy
BIOL 5460 Phycology
BIOL 5470 Marine Pollution
BIOL 5500 Bioinformatics and Biotechnology
BIOL 5520 Epigenetics
BIOL 5530 Wildlife Management
BIOL 5534 Conservation Biology
BIOL 5537 Biogeography
BIOL 5541 Tropical Marine Biology
BIOL 5542 Aquatic Ecology
BIOL 5543 Biological Field Experience
BIOL 5546 Plant Ecology
BIOL 5547 Marine Ecology
BIOL 5570 Stream Ecology
BIOL 5644 Insect Ecology
BIOL 5645 Behavioral Ecology

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) and changes to BIOL 3131, BIOL 3133 and BIOL 3134 submitted by the Department of Chemistry & Biochemistry. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) and changes to BIOL 3131, BIOL 3133 and BIOL 3134 was passed.

Department of Physics & Astronomy

New Course(s):

[PHYS 1210: Survey of Physics](#)

JUSTIFICATION:

The main goal of PHYS 1201 is to engage the physics majors in the physics topics early (in their first semester), cultivate their interest in physics, introduces to the faculty members research, strengthen their math skills and introduce them to the programming.

[PHYS 3630: Undergraduate Seminar](#)

JUSTIFICATION:

The main goal of PHYS 3630 is to broaden the knowledge of physics majors to the expected levels, expose them to a variety of topics, and stimulate their involvement in undergraduate research.

Dr. Joanne Chopak-Foss made a motion to approve the new course(s) submitted by the Department of Physics & Astronomy. A second was made by Dr. Barbara Hendry and the motion to approve the new course(s) was passed.

Revised Course(s):

[PHYS 4421: Advanced Physics Lab I](#)

JUSTIFICATION:

The prerequisite was changed from PHYS 2212 to PHYS 3536 to ensure that students are more prepared for PHYS4421 course.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Physics & Astronomy. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Revised Program(s):

[BA-PHYS: Physics B.A.](#)

JUSTIFICATION:

The revision to existing program intend to improve the program, introduce the emphasis and include the two new courses PHYS 1210 and PHYS 3630.

This program will be offered on the following campuses: Statesboro, Armstrong.

This program will not be offered on the following campus: Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department of Physics & Astronomy. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Department of Dean, Science & Mathematics

New Course(s):

[SUST 3500: Sustainability Research Methods](#)

JUSTIFICATION:

This course is needed as part of the new B.S. in Sustainability degree program.

[SUST 4900: Sustainability Research](#)

JUSTIFICATION:

This course is needed as part of the new B.S. in Sustainability Science. A written abstract and an oral presentation of the results by the student must be presented at the end of the semester.

Dr. Joanne Chopak-Foss made a motion to approve the new course(s) submitted by the Department of Dean, Science & Mathematics. A second was made by Dr. Barbara Hendry and the motion to approve the new course(s) was passed.

New Program(s):

[: Sustainability Science B.S.](#)

JUSTIFICATION:

This proposal is part of a new BS, MS, PhD initiative to address the growing statewide demand for professions trained in interdisciplinary STEM fields; produce graduates who are qualified to manage and protect the natural resources that fuel Georgia's industrial, agricultural and business economies; and support the institution's focus on environmental sustainability.

Dr. Joanne Chopak-Foss made a motion to approve the new program(s) submitted by the Department of Dean, Science & Mathematics. A second was made by Dr. Barbara Hendry and the motion to approve the new program(s) was passed.

E. Parker College of Business

Dr. Jun Liu presented the agenda items for the Parker College of Business.

Department of Enterprise Systems & Analytics

Revised Course(s):

[BUSA 4133: Predictive Analytics](#)

JUSTIFICATION:

This course revision seeks to remain current with industry/field content and pedagogy and better align with and fit into the overall revised program curriculum.

[BUSA 4134: Advanced Business Analytics](#)

JUSTIFICATION:

This course revision seeks to remain current with industry/field content and pedagogy and better align with and fit into the overall revised program curriculum.

Mr. Chris Cartright made a motion to approve the revised course(s) submitted by the Department of Enterprise System & Analytics. A second was made by Dr. Joanne Chopak-Foss and the motion to approve the revised courses(s) was passed.

New Course(s):

[CISM 4530: Big Data Tools and Techniques](#)

JUSTIFICATION:

Part of the revision of the BBA/IS curriculum, Big Data tools supports the analytics emphasis area.

Mr. Chris Cartright made a motion to approve the new courses(s) submitted by the Department of Enterprise System & Analytics. A second was made by Dr. Joanne Chopak-Foss and the motion to approve the new course(s) was passed.

Revised Program(s):

[BBA-INFOBI: Information Systems B.B.A. \(Emphasis in Business Analytics\)](#)

JUSTIFICATION:

Revision of program for new BBA/IS Business Analytics Emphasis. The restructuring of this program is intended to meet the needs of employers seeking to hire analytics professionals at the BBA level.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong and Liberty.

The option to take CSCI 1236 or CSCI 1301 in place of CISM 2030 was eliminated as CISM 2030 is being restructured to provide specific programming skills for both the Enterprise Systems and the Business Analytics Emphases.

The following courses were deleted:

CISM 2030 - taken in area Specific Requirements beyond Area A-F
 CISM 3134 - Enterprise Infrastructure and Security - Industry indicates this course is not necessary for Business Analytics professionals.
 CISM 3135 - Enterprise Systems Analysis and Design - This course is appropriate for systems analysts but not for business analytics professionals
 CISM 4135 - General Project Management - This course is a general project management course, a specific course was needed to be tailored to analytics professionals
 CISM 4237 - Business Intelligence. This course has been superseded by the BUSA 4133/4134/4135 course sequence
 CISM 4239 - Advanced. Business Analytics using SAP HANA. This course has been superseded by the BUSA 4133/4134/4135 course sequence
 The following courses were added:
 CISM 4137- Project Management for Analytics - A new course going through the approval process. Specialized project management course for Analytics professionals
 The following 2 course sequence provides the knowledge of predictive and prescriptive analytical analysis.
 BUSA 4133 - Predictive Analytics
 BUSA 4134 - Advanced Decision Theory
 CISM 4530 - Big Data Tools and Techniques -A new course going through the approval process. Covers the techniques to handle big data analysis.

BBA-INFOERPS: Information Systems B.B.A. (Emphasis in Enterprise Systems)

JUSTIFICATION:

This is a modification to reflect and change in content of the program.
 This program will be offered on the following campus(es): Statesboro This program will not be offered on the following campus(es): Armstrong and Liberty.
 The option to take CSCI 1236 or CSCI 1301 in place of CISM 2030 was eliminated as CISM 2030 is being restructured to provide specific programming skills for both the Enterprise Systems and the Business Analytics emphases.
 The following courses were removed as electives:
 CISM 4336 - ERP and Enterprise Performance - No longer offered
 CISM 4435 - ERP WEb Portal Customization and Collaboration using SAP NetWeaver - No longer offered
 CISM 4436 - SAP TERP10 Review - No longer offered
 CISM 4790 - Internship in Information Systems
 The following course was added as a requirement
 BUSA 4133 - Predictive Analytics - All students require some knowledge of Business Analytics
 The following courses were added as electives:
 CISM 4138 - Agile Software Development - This is a new course going through the approval process. Industry is increasingly adopting agile methodologies. This course will prepare students to work in that environment
 CISM 4239 - Advanced Business Analytics with SAP HANA - A second analytics course based on SAP HANA

Mr. Chris Cartright made a motion to roll back the revised program(s) submitted by the Department of Enterprise System & Analytics so they may clean up the program page and identify which courses are required to obtain each emphasis. A second was made by Dr. Joanne Chopak-Foss and the motion to roll back the revised program(s) was passed.

Department of Economics

Revised Program(s):

[232A: Economics Minor](#)

JUSTIFICATION:

Editing the course hours from 3 to 0-3 for ECON 2105 as this course does not count in the minor if it is taken to meet a core requirement (per registrar's request).

The Program will be offered on the following campuses: Statesboro and Armstrong .The program will not be offered on the following campus: Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department of Economics. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Department of Finance

Revised Course(s):

[FINC 4170: Financial Derivatives](#)

JUSTIFICATION:

The course covers advanced topics in finance and, as such, basic finance knowledge, terminology, and skills acquired in FINC 3131 (Principles of Corporate Finance) will be necessary for student success.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Finance. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Revised Program(s):

[BBA-FINC: Finance B.B.A.](#)

JUSTIFICATION:

Data Correction: Parker College of Business.

FINC 4170 - Financial Derivatives is a course that originated on the Armstrong campus and was folded into the finance curriculum during the consolidation process. As such, it is being added as a possible finance elective.

FINC 4536 - Financial Certifications is a new (proposed) course currently in the process of obtaining approval. It has been taught for the past two semesters as a Special Topics course and is intended to be offered as a Finance elective and also as part of the FinTech Certification program. This broadens the curriculum for finance majors and teaches important practical skills using financial data computer software.

The Georgia FinTech Academy is a collaboration between Georgia's financial technology industry and the 26 public institutions of the USG. It has developed five online courses (prefix FTA) which are available for credit to students enrolled within the USG. The proposed change will allow finance students at GSU to use up to 3 credit hours of FTA courses to count as major elective credits. The purpose is to expand curriculum offerings to GSU students to include a variety of financial technology courses while also encouraging them to pursue the FinTech certification.

Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department of Finance. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

New Course(s):

[FINC 4536: Financial Certifications](#)

JUSTIFICATION:

This course has been taught as a Special Topics course (FINC 4830) for two semesters. It will now be offered on a regular basis as an elective for both the BBA Finance program and the Financial Technology (FinTech) Certification program. This broadens the curriculum for finance majors while encouraging students to pursue certifications in the use of financial data computer software.

Dr. Joanne Chopak-Foss made a motion to approve the new course(s) submitted by the Department of Finance. A second was made by Dr. Barbara Hendry and the motion to approve the new course(s) was passed.

School of Accountancy

Course Inactivation:

[ACCT 3530: Tax Aspects of Business Decisions](#)

JUSTIFICATION:

This course was created as an elective course for Management majors. It has not been taught for over 10 years, and it is no longer included in elective list for Management majors.

Dr. Joanne Chopak-Foss made a motion to approve the inactivated course(s) submitted by the School of Accountancy. A second was made by Dr. Barbara Hendry and the motion to approve the inactivated course(s) was passed.

Department of Management

Revised Program(s):

[247N: Entrepreneurship and Innovation Minor](#)

JUSTIFICATION:

Editorial change to program name to reflect the current name of the program used in the Management emphasis on Entrepreneurship and Innovation.

Addition of hospitality course HNRM 3331 to increase access to the minor for hospitality program students.

The program will be offered on the following campus: Statesboro. The program will not be offered on the following campuses: Armstrong and Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department of Management. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

New Program(s):

[: Interdisciplinary Certificate in Hospitality and Tourism Management](#)

JUSTIFICATION:

The Interdisciplinary Certificate in Hospitality and Tourism Management at Georgia Southern University focuses on the knowledge and skills that students will need for careers in private, governmental, and not-for-profit organizations in the Hospitality and Tourism industries. Students will receive a solid, applied educational experience, and will exit the program with a realistic overview of Hospitality and Tourism and their potential careers in those areas. Universities that enable undergraduate students to gain comparable levels of industry knowledge from the managerial perspective are few and far between. This means that Georgia Southern's Interdisciplinary Certificate in Hospitality and Tourism

Management will provide tangible value to our students, and given them an advantage when applying for jobs post-graduation.

The program will be offered on the following campus: Statesboro. The program will not be offered on the following campuses: Armstrong and Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the new program(s) submitted by the Department of Management. A second was made by Dr. Barbara Hendry and the motion to approve the new program(s) was passed.

F. College of Engineering and Computing

Dr. David Williams presented the agenda items for the College of Engineering and Computing.

Department of Information Technology

Revised Course(s):

[IT 1430: Web Page Development](#)

JUSTIFICATION:

Fixing "out of sync" error in CIM. Adding course outcomes as requested.

[IT 3132: Web Programming](#)

JUSTIFICATION:

Added alternative programming prerequisite. Added course outcomes.

[IT 3233: Database Design and Implementation](#)

JUSTIFICATION:

Added Computer Science programming course as an alternative prerequisite. Added course outcomes.

[IT 3432: Analytics Programming](#)

JUSTIFICATION:

Course title changed to better reflect the level of material covered. Added course outcomes. Added alternative programming prerequisite.

[IT 4130: IT Issues and Management](#)

JUSTIFICATION:

Typo in course title. Added course outcomes as requested.

[IT 4137: Data Science and Big Data Analytics Capstone Project](#)

JUSTIFICATION:

Added course outcomes. Removed OSCM 3430 as a prerequisite because it is no longer required for this class.

[IT 5235: Advanced Web Interfaces](#)

JUSTIFICATION:

Added alternative programming prerequisite
Added course outcomes.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Information Technology. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Department of Manufacturing Engineering

Revised Course(s):

[MFGE 3131: Design for Manufacturability, Assembly, Sustainability](#)

JUSTIFICATION:

MFGE 2421 can be taken earlier or in the same semester with MFGE 3131. MFGE 2142 is the prerequisite of MFGE 2421. So it is unnecessary to be listed as the prerequisite of MFGE 3131.

[MFGE 3421: Industrial Controls and Networking Studio](#)

JUSTIFICATION:

MFGE 2534 is removed from the prerequisite list. It is not required to be the prerequisite of MFGE 3421.

[MFGE 4614: Senior Seminar: Professional Skills and Leadership](#)

JUSTIFICATION:

Change to variable credit 0,1 and change the seminar contact hours from 2 to 0,2 to enable more flexible scheduling options.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Manufacturing Engineering. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

G. College of Education

Dr. Deborah Thomas presented the agenda items for the College of Education.

Department of Curriculum Foundations & Reading

New Course(s):

[EDUF 5201: Understanding the Context of Urban Education](#)

JUSTIFICATION:

This is the first of three courses that comprise the new Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.

[EDUF 5202: Culturally Relevant Curriculum and Pedagogy in Urban Schools](#)

JUSTIFICATION:

This is the second required course in the new Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.

[EDUF 5203: The City as Curriculum: Partnerships and Community Engagement in Urban Schools](#)

JUSTIFICATION:

This is the third of three required courses for the Urban Education endorsement program designed to help in-service teachers, pre-service teachers, and paraprofessionals meet the educational needs of the increasingly diverse student population in Georgia schools.

Dr. Joanne Chopak-Foss made a motion to approve the new course(s) submitted by the Department of Curriculum Foundations & Reading. A second was made by Dr. Barbara Hendry and the motion to approve the new course(s) was passed.

New Program(s):

: Urban Education Undergraduate Endorsement

JUSTIFICATION:

This program was designed to meet the educational needs of growing numbers of individuals seeking an Urban Education endorsement. It was based on GaPSC/ InTASC standards for the Urban Education endorsement for implementation in Fall 2020. This program will be offered online.

Dr. Joanne Chopak-Foss made a motion to approve the new program(s) submitted by the Department of Curriculum Foundations & Reading. A second was made by Dr. Barbara Hendry and the motion to approve the new program (s) was passed.

H. Waters College of Health Professions

Dr. Christopher Barnhill presented the agenda items for the Waters College of Health Professions.

Department of Health Sciences and Kinesiology

New Program(s):

:Health Informatics Minor

JUSTIFICATION:

This minor existed prior to the consolidation. However, it was not moved over into the new catalog. This request is simply to reinstate the existing program per request of students. This minor addresses the need to offer health informatics education to students in complimentary majors.

Dr. Joanne Chopak-Foss made a motion to approve the new program(s) submitted by the Department Health Sciences and Kinesiology. A second was made by Dr. Barbara Hendry and the motion to approve the new program(s) was passed.

Revised Program(s):

041A: Exercise Science Minor

JUSTIFICATION:

The Exercise Science Minor currently includes two emphasis areas. The first is the Exercise Behavior Emphasis and the second is the Coaching Behavior Emphasis. The Coaching Behavior emphasis (i.e., minor) was initially listed as part the Exercise Science Minor because the conventional wisdom had been that a minor had to be linked to a major (i.e., Exercise Science). Coaching and exercise science are actually two very different types of programs, and the problem is that the current arrangement prevents Exercise Science majors from completing the Coaching minor. Therefore, we would like to remove the Coaching Behavior Emphasis from the Exercise Science Minor and have it be a stand alone minor that Exercise Science majors can complete. This program will continue to be offered on the Statesboro campus, and we would like to offer it on the Armstrong campus (which does not have Exercise Science).

Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the Department Health Sciences and Kinesiology. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

School of Nursing

Revised Program(s)

BSN-NURS: Nursing B.S.N.

JUSTIFICATION:

Current policies updated in The Undergraduate Student Handbook reflected here.

This program will be offered at the following campus(es): Statesboro and Armstrong.

This program will not be offered at the following campus(es): Liberty.

Description of requirements for graduating from the University Honors Program in nursing is being added to the program page.

Dr. Joanne Chopak-Foss made a motion to approve the revised program(s) submitted by the School of Nursing. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

I. College of Arts and Humanities

Mr. S. Norton Pease presented the agenda items for the College of Arts and Humanities.

Department of Communication Arts

Revised Course(s):

[COMM 3030: Selected Topics In Communication Arts](#)

JUSTIFICATION:

1. Adding "Asynchronous Instruction" option for schedule type to allow possible on-line offerings in the future.
2. Changing to variable credit hours to allow for align offered credit hours to align more equitably with the coursework, to allow greater flexibility for offering professional practitioner & guest artist for-credit workshops, which will also align with student degree programs, and to allow the ability to offer very focused work within students interests in varied Communication programs.

[COMS 4791: Communication Studies Internship](#)

JUSTIFICATION:

Addition of 24 hours of upper division COMS coursework to the course description clarifies that the Internship course should only be taken by "a student trained in communication studies." The Internship course should not be taken prior to completing the bulk of the COMS coursework required for the major; to effectively and appropriately complete an internship, a student should be near the completion of the course requirements for the major.

[MMFP 4432: Senior Project](#)

JUSTIFICATION:

The previous prerequisite for this course, MMFP 4431 Senior Project I - as part of a two-semester sequence, is being changed to a junior level course with a new course number. There will no longer be a two-semester sequence.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Communication Arts. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Revised Program(s):

[BS-MMFP: Multimedia Film and Production B.S.](#)

JUSTIFICATION:

MMFP 3533 –(Narrative Film Production) – Changed the number from a junior level, 3533, to a senior level, MMFP 4233, number. Added MMFP 3532 – Producing and Production

Management, (formerly MMFP 4431 Senior Project I), as a Prerequisite.

MMFP 4135 – (Lighting and Cinematography) Changed the number from a senior level, 4135, to a junior level, MMFP 3335, as this course prepares students for senior level production courses.

MMFP 4337 – (Digital Media Post Production) – Changed the number from a senior level, 4337, to a junior level, MMFP 3437, as this course prepares students for senior level production courses.

MMFP 4431 – (Senior Project I) – Changed the name, Senior Project I, and number, 4431, of this course to Producing and Project Management, MMFP 3532. Assessment indicates that this course, as it is a planning course, would better serve students in other senior courses, such as Narrative and Documentary, if the course is taken earlier in the student's academic career.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong, Liberty.

[BS-PRCA: Public Relations B.S.](#)

JUSTIFICATION:

1. In Area F, we previously listed the incorrect course number for Stagecraft. We listed THEA 2333. This corrects that mistake to list THEA 2332 Stagecraft.
2. MMJ 3332 Feature Writing is being replaced with MMJ 4336 Digital Journalism as an option for the Media Elective course. MMJ 3332 is being moved to the Related Area Course electives detailed in the next point.
3. Marketing changed the pre-requisite for MKTG 3131 in the 2019 catalog. The pre-requisite was changed from ECON 2105 (which was in the Core) to ECON 2106. Thus, for PRCA majors to now take MKTG 3131, they must also take ECON 2106 as a general elective. The Related Courses area for the PRCA major requirements is thus being amended to offer PRCA majors another alternative. They may take MKTG 3131 and MKTG 3132 as previously required (and take ECON 2106 as a general elective) or they may take Option B which consists of MMJ 3332 Feature Writing and a second MMJ 3000+ level writing course as approved by the advisor.
4. In the "Other Program Information" section we have added language about double majoring or minoring in the related course/program area of Multimedia Journalism, that directs students to consult with the advisor to ensure no double-dipping of program course requirements.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong or Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised programs (s) submitted by the Department of Communication Arts. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Department of History

New Course(s):

[HIST 2400: The American Military Experience](#)

JUSTIFICATION:

2000-level courses are less demanding than 3000-5000-level courses. As a 2000-level course, the material, assessments, and overall student expectations are consistent with any history offering for non-history majors.

Meets demand for ROTC military history requirement – cadets do not need a course for history majors;
Popularity of military history as a recruiting for history majors – this course offers an introduction to the subject and discipline.

Mr. S. Norton Pease requested to table HIST 2400 and revisit this new course during the February 2020 meeting.

Revised Course(s):

[HIST 3536: Modern Russia](#)

JUSTIFICATION:

The change will allow the course to be taught to reflect the continuities in modern Russian history -- Russia/Soviet Union/Russia as a major military power that grapples with the modernization of its political, economic, and social structures.

[HIST 5210: Advanced Topics in Public History](#)

JUSTIFICATION:

Crosslisting will make it easier for faculty to teach capstone courses in the Digital Humanities and for students to fulfill the final requirement for the minor. The original course that the capstone was modeled on was the 5000 level digital history course. Introduction to Public History is also required for the minor and the advanced public history course involves digital projects and continues the public history theme.

[HIST 5260: History in the Digital Age](#)

JUSTIFICATION:

Crosslisting will make it easier for faculty to teach capstone courses in the Digital Humanities and for students to fulfill the final requirement for the minor. The original course that the capstone was modeled on was the 5000 level digital history course. Introduction to Public History is also required for the minor and the advanced public history course involves digital projects and continues the public history theme.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of History. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Department of Philosophy & Religious Studies

Revised Program(s):

[BA-PHIL: Philosophy B.A.](#)

JUSTIFICATION:

RELS 3138 is added as a possibility for an elective in the B.A. Philosophy major. The content of the course is sufficiently philosophical and it gives students an additional option to explore philosophical themes from Asia. The rest of the courses concern Western Philosophy and this broadens the diversity of curriculum that we offer.

This program will be offered on the following campus(es): Statesboro and Armstrong.

This program will not be offered on the following campus(es): Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised programs(s) submitted by the Department of Philosophy & Religious Studies. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Department of Writing & Linguistics

Revised Course(s):

[LING 2230: Introduction to Language](#)

JUSTIFICATION:

This schedule change is requested so the department can make more linguistics courses available across all campuses. Faculty need the ability to offer this course online or hybrid to give students more opportunities to complete this course. Since this 2000-level course is meant to introduce students to linguistics and draw them to the Writing and Linguistics major, we'd like to be able to offer it in more formats to fit student needs.

[WRIT 2350: Freelance Writing](#)

JUSTIFICATION:

We request two changes to this course: a prerequisite change and a schedule type change. Prerequisite change: This course was adapted from a 3000-level Armstrong course during consolidation and the prerequisite was accidentally not revised to reflect the course's new lower division position, new department affiliation (Writing rather than Literature/English) and its place in the Area F curriculum for the Writing and Linguistics department. This oversight means that it is difficult for students within the writing and linguistics major to sign up for the course because the listed prerequisite is another option in Area F; this issue creates a course sequencing error. Changing the prerequisite to ENGL 1102 ensures students have the necessary writing skills to take the freelance course while staying within the Writing and Linguistics department. The ENGL 1102 prerequisite will also make this course's prerequisite similar to most other Writing and Linguistics courses.

Schedule type change: To offer this course to students on all three campuses, we need the ability to offer it as a hybrid and/or online course. By adding asynchronous as a possibility, we will be able to serve more students and strategically use our faculty expertise to serve all our campuses.

[WRIT 3460: Travel and Tourism Writing](#)

JUSTIFICATION:

Administrative change to correct data (including capitalization in title of class) and course schedule type as a result of consolidation.

Dr. Joanne Chopak-Foss made a motion to approve the revised course(s) submitted by the Department of Writing & Linguistics. A second was made by Dr. Barbara Hendry and the motion to approve the revised course(s) was passed.

Revised Program(s):

[114A: Linguistics Interdisciplinary Minor](#)

JUSTIFICATION:

The ENGL 5450 Chaucer class was meant to be included as an option among the 12 hours before consolidation. Through a simple oversight, it was not included. We just need to add ENGL 5450 as an option among the 12 hours, with the footnote indicating that class option this is for Armstrong only.

This program will be offered on the following campuses: Statesboro, Armstrong. This program will not be offered at the following campus: Liberty.

Dr. Joanne Chopak-Foss made a motion to approve the revised programs(s) submitted by the Department of Writing & Linguistics. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

Center for Women & Gender Studies

Course Inactivation:

[WGSS 5600: Sociology of Gender](#)

JUSTIFICATION:

Dr. Joanne Chopak-Foss made a motion to approve the inactivated course(s) submitted by the Center for Women & Gender Studies. A second was made by Dr. Barbara Hendry and the motion to approve the inactivated course(s) was passed.

J. Jiann-Ping Hsu College of Public Health

Dr. Joanne Chopak-Foss presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Department of Public Health

Revised Program(s):

[BSPH-PH/EH: Public Health B.S.P.H. \(Emphasis in Environmental Health\)](#)

JUSTIFICATION:

Faculty in the JPHCOPH are proposing to add an Environmental Health Emphasis to the BSPH degree program. As a core discipline in public health, the Environmental Health emphasis will equip undergraduate students with a foundation of skills and knowledge applicable to numerous environmental health career opportunities at the local, regional, national and global levels. As proposed, this emphasis area will provide an interdisciplinary approach to educate students about current trends in environmental health sciences and expose them to a variety of hands-on exercises and experiences taught by the subject matter of experts from academia and public health practice. Prevailing statistics underscores significant shortages of public health workers to adequately meet the health needs of the U.S. and global populations, and the deficit of adequately trained environmental health specialists is particularly lacking at the local level. Upon graduation with a BSPH degree (Environmental Health Emphasis), students will have the opportunity to pursue careers in government agencies such as public health departments and environmental protection divisions, hospitals/medical facilities, and industry, specializing in focus areas such as environmental epidemiology, vector-control, food safety, waste management, occupational health and safety, handling of hazardous/infectious wastes, inspection of daycare facilities, inspection of food establishments, residences, schools, sewage and water systems, spas, swimming pools, and tattoo parlors. This degree will also prepare students to pursue higher education in public health, environmental sciences, environmental engineering, and industrial hygiene. Ultimately, we believe the availability of this emphasis area will appeal to a significant number of incoming freshman when making decisions about where to continue their education and bridge the needs of students interested in holistic approach to preventing human diseases and protecting the environment.

Given the multidisciplinary nature of the BSPH, we are proposing to expand Area F to include relevant coursework from several other academic units. This program will be offered on the following campus(es): Statesboro campus. This program will not be offered on the following campus(es): Armstrong campus and Liberty campus.

[BSPH-PH/GH: Public Health B.S.P.H. \(Emphasis in Global Health\)](#)

JUSTIFICATION:

Consolidation related changes. Approved by UGCC on October 17, 2017.

Changed the name of the major to better reflect the field and to differentiate and clarify emphasis areas offered with the BSPH.

See Rationale for name change attached.

We propose removing PUBH 3138 (Multicultural and Social Determinants of Health) from the BSPH core and replace with PUBH 3431 (Introduction to Global Health)

Rationale: PUBH 3138 addresses issues related to culture, cultural diversity, cultural competence, social determinants of health & health disparities within the context of public health. Student feedback and discussions with faculty who teach in the BSPH program suggest that issues related to cultural competence and social determinants of health and health disparities are discussed across the curriculum. Therefore, content is being duplicated. Further, it is felt PUBH 3431 is a more comprehensive class that introduces students to health issues affecting the world. As such, it makes sense this becomes a required class for all BSPH students. Lastly, we propose moving PUBH 4230 (Global Maternal/Child Health) from the electives section to global health emphasis area.

Given the multidisciplinary nature of the BSPH, we are proposing to expand Area F to include relevant coursework from several other academic units. This program will be offered on the following campus(es): Statesboro campus. This program will not be offered on the following campus(es): Armstrong campus and Liberty campus.

[BSPH-PH/HEP: Public Health B.S.P.H. \(Emphasis in Health Education and Promotion\)](#)

JUSTIFICATION:

Consolidation related curriculum changes. Approved by UGCC on October 17, 2017.

Changed the name of the major to better reflect the field and to differentiate and clarify emphasis areas offered with the BSPH.

See Rationale for name change attached.

We propose removing PUBH 3138 (Multicultural and Social Determinants of Health) from the BSPH core and replace with PUBH 3431 (Introduction to Global Health)

Rationale: PUBH 3138 addresses issues related to culture, cultural diversity, cultural competence, social determinants of health & health disparities within the context of public health. Student feedback and discussions with faculty who teach in the BSPH program suggest that issues related to cultural competence and social determinants of health and health disparities are discussed across the curriculum. Therefore, content is being duplicated. Further, it is felt PUBH 3431 is a more comprehensive class that introduces students to health issues affecting the world. As such, it makes sense this becomes a required class for all BSPH students.

Given the multidisciplinary nature of the BSPH, we are proposing to expand Area F to include relevant coursework from several other academic units. This program will be offered on the following campus(es): Statesboro campus and Armstrong campus. This program will not be offered on the following campus(es): Liberty campus.

Dr. Chris Barnhill made a motion to approve the revised programs(s) submitted by the Department of Public Health. A second was made by Dr. Barbara Hendry and the motion to approve the revised program(s) was passed.

III. OTHER BUSINESS

IV. ADJOURNMENT

Mr. Smith introduced Tiffany Hedrick, new employee to the Registrar's Office. Mr. Smith also reminded everyone of the priority deadline for the February Undergraduate and Graduate Committee meetings, since registration begins on March 9th.

There being no further business to come before the committee, a Cartright/Hendry motion to adjourn the meeting at 5:04pm.